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AUTHOR Steinhoff, Mary E.
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INSTITUTION East Central Coll., Union, MO.
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ABSTRACT

This curriculum guide consists of materials for use in implementing two 10-meeting series of group discussions designed to enhance the process of the socialization of students enrolled in an associate degree nursing program. Addressed in the discussion sessions are the following topics: developing an awareness of self-concept and gaining feedback from others, practicing active participation in a peer group by demonstrating both group building and maintaining roles, evaluating responses to positive and negative stresses and mastering stress management techniques, investigating the syndrome of reality shock in the role transition from student to nurse, identifying and managing conflict to promote positive behavioral change and to enhance self-awareness and self-growth, examining and clarifying personal values regarding crucial nursing issues as they arise in a practicum setting, and identifying aspects of one's self in relationship to nursing and to one's performance as a student. Each of these objectives is addressed several times together with different combinations of objectives in the 20 discussion outlines presented in the curriculum. The individual discussion outlines may contain some or all of the following: a list of objectives, procedures, one or more suggested learning activities, and a self-evaluation instrument. (MN)

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CURRICULUM FOR DISCUSSION TIME

Mary E. Steinhoff
June, 1984

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CE 040 039

YEAR 1 - SESSION 1

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Instruct the students to make an entry in their diaries in response to the following question: "Why do you want to become a nurse?" Allow a few minutes for completion of the entry, then ask students to pair off with another student whom they do not know very well. Every student is to interview the other for approximately ten minutes, asking questions related to nursing. Share the following questions with the group as examples of types of questions to be used in interviewing.

Sample Questions:

1. Why did you decide to attend a school of nursing? (when, influencing factors?)
2. How do you feel about that decision now?
3. What do you think you will like most about nursing?
4. What do you think you will like least about nursing?
5. What are your career goals?
6. What is a good nurse?

Allow ample time for partners to complete their interviewing, then call the group together as a whole. Encourage the sharing of responses

obtained from their partners, focusing on their feelings toward each other and the questions asked.

YEAR 1 - SESSION 2

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Provide each student with a piece of paper, 8½" x 11". Give the following instructions (for "Name Tag" exercise):

1. Take the piece of paper and write your name in the middle of it.

2. In the upper right hand corner of the paper list the two things that you would like your colleagues to say about you.

3. In the lower right hand corner, write what you consider to be the most important thing you do to make your nurse-patient relationships positive ones.

4. In the lower left hand corner of the sheet of paper, list what you do on a daily basis that indicates you value your health.

5. In the upper left hand corner, list the three values that you believe in most strongly.

6. In the space around your name, write at least six adjectives that you feel best describe who you are.

In the large group, encourage the students to take a closer look at their responses and share the ways in which they described themselves. Ask them to consider and share their responses to the following questions:

-What did you discover about yourself?

-Were any of the questions especially difficult to answer?

-What values are reflected in the answers you gave?

-What additional questions would you ask?

Source: Uustal, Diane. "Values Clarification in Nursing," American Journal of Nursing, 1978, p. 2058.

YEAR 1 - SESSION 3

Objectives

The student successfully participating in this session will be able to:

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Procedure

Instruct the students to make diary entries in response to the following questions:

- What was the most stressful event/situation that you encountered in the past week (limited to clinical experiences)? Be specific as to the details—who, what, when, where, and why?
- What did you do to attempt to cope with/manage this stressful event/situation?
- What was the most positive event/situation that you encountered in the past week (limited to clinical experiences)? Be specific as to the details—who, what, when, where, and why?
- What did you do in response to this positive experience? How did you cope or manage?

Facilitate the studerts' sharing of their responses in the large group, focusing on the individual's need to cope with both positive and negative stressors.

Distribute the questionnaires, titled "Tension Questionnaire" and instruct the students to complete them, including the scoring of their responses. Encourage the group to share their reactions to completing the questionnaires and their scores.

Introduce the group to the progressive relaxation method, one possible means of managing tension. Direct the students to close their eyes and then begin playing the enclosed tape recording, reading in a

very quiet and slow manner the following instructions:

Sit quietly in a comfortable position
Take a deep, slow breath.
Hold the breath for several seconds.
Slowly exhale.
Take another deep, slow breath.
Hold the breath and pull your toes toward your head,
tightening your leg and calf muscles.
Feel the tension.

Breathe out and let go completely.

Take another deep, slow breath.
Hold the breath and make a fist with both hands.
Feel the tension.

Breathe out and let go completely.

Take another deep, slow breath.
Hold the breath and bite down as hard as you can,
tightening your jaw muscles.
Feel the tension.

Breathe out and let go completely.

Continue to breathe in and out—slowly and deeply.

Source: Blattner, Barbara. Holistic Nursing. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981. p. 239.

After completion of the tape recording, encourage the students to share their reactions to the relaxation method.

TENSION QUESTIONNAIRE

There are many symptoms of tension which imply a need for relaxation. In order to be able to cope with tension, it is helpful to become aware of some of these symptoms. By completing the following check list, you can gain further insight into your status regarding relaxation.

	Frequently (1)	Quite Often (2)	Seldom (3)	Never (-1)
1. Do you feel insecure?				
2. Do you often feel over-excited?				
3. Do you feel anxious?				
4. Do you worry when you go to bed at night?				
5. Is it difficult for you to fall asleep at night?				
6. Do you find it difficult to relax when you want to?				
7. Do you wake up in the morning feeling tired and loggy?				
8. Do you find it difficult to concentrate on a problem?				
9. Do you often feel tired during the day?				
10. When playing a sport, do you find it hard to concentrate on it?				
11. Is it hard for you to stay awake at work or in class?				
12. Do you feel upset and ill-at-ease?				
13. Do you lack self confidence?				
14. Do you often worry during the day over possible misfortunes?				
15. Do you frequently feel bored?				
16. Do you often feel discouraged?				
17. Do you have nervous feelings?				
18. Do you feel depressed?				
19. Do you have any type of twitch?				
20. Do you have frequent headaches?				
21. Do you have frequent colds, earaches, or sore throats?				
22. Do you have any persistent pains in joints or feet?				
23. If you feel yourself becoming tense, do you find it difficult to relax?				
24. Do you notice that you seldom find time to relax or stretch during the day?				
25. Do you exercise regularly?				
26. Do you often find that you exhibit tension by scowling, clenching fists, tightening jaws, hunching shoulders or pursing lips?				
27. Do your shoes, belt or other items of clothing fit too tightly?				
28. When you notice any of the tension symptoms, do you find it difficult to stop or minimize them?				
29. Are you unable to "let go" easily when you feel tense?				

The foregoing was merely designed to bring attention to areas which may reflect tension in your daily life. If you wish to rate yourself, the following scale will reflect, to a degree, your tension potential. Score: Frequently (1), Quite Often (2), Seldom (3), Never (-1).

Score	*Rating*
0-19	Above Average Tension Control
20-39	Average Tension Control
40-55	Low Tension Control
56-84	Poor Tension Control

Source: Blattner, B. Holistic Nursing. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981, p. 155.

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YEAR 1 - SESSION 4

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skells in the utilization of stress management techniques.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Investigate the syndrome of reality shock in the role transition from student to nurse.

Procedure:

Direct students to make entries in their diaries, completing the following statements:

As a student nurse I am . . .

As a student nurse I should be . . .

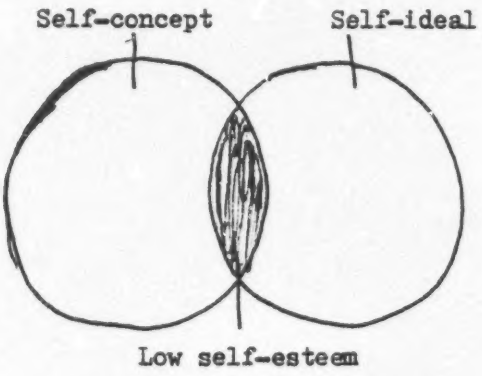
As a student nurse I can . . .

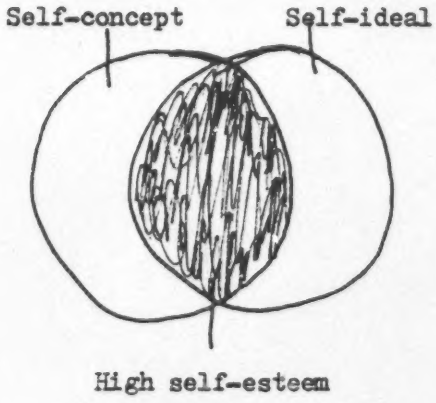
Allow a few minutes for completion of each entry.

Encourage the students to share their responses in the large group, focusing upon the following:

- the "I am" responses contribute to self-concept
- the "I should be" responses contribute to self-ideal
- the "I can" responses contribute to self-esteem

Encourage each student to evaluate his/her self-esteem by analyzing how well his/her performance compares to his/her own standards. Facilitate this task by asking that students engage in a drawing exercise. Share the following examples and then allow a few minutes to "draw" themselves in relationship to self-concept, self-ideal, and self-esteem.





Source: Sundeen, S., Stuart, G., Rankin, E., and Cohen, S. Nurse-Client Interaction. St. Louis: Mosby, 1981, p. 62.

Lead the group into a consideration of both present and possible future methods of coping with identified discrepancies between self-concept and self-ideal. Briefly introduce Kramer's research regarding reality shock.

YEAR 1 - SESSION 5

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Examine and clarify one's values regarding crucial nursing issues as they arise in the practicum setting.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure:

Instruct the students to make entries in their diaries in response to the following questions:

1. What do you like most about nursing?
2. What do you like least about nursing?
3. How can you change the thing that you like least?

Encourage the students to share their responses in the large group, focusing particularly upon responses to the question, "How can you change the thing that you like least?" Lead the group into a consideration of both present and possible future methods of coping with those identified "things" in nursing which cannot be changed. Focus especially

upon possible methods of promoting change in self.

Provide each student with a sheet of paper and write the following alternatives on the chalkboard:

- touching the patient
- empathetic listening
- disclosing myself to the patient
- becoming emotionally involved with the patient
- teaching the patient
- being honest in answering the patient's questions
- seeing that the patient adheres to medical therapy
- helping decrease the patient's anxiety
- making sure that medications and treatments are done on time
- following doctor's orders
- remaining "professional" with a patient
- "wild card" (add one alternative of your own)

Instruct the students to priortize the alternatives in the following manner: #1 will indicate the choice you feel is most important in a nurse-patient relationship. #12 will indicate the alternative you feel is least important. Have the students tear the sheet of paper into 12 pieces and write one option on each piece. Then direct them to arrange the pieces in the order they feel best represents their feelings and attitudes.

Source: Uustal, Diane. "Values Clarification in Nursing." American Journal of Nursing. 1978. p. 2059.

Allow ample time for completion of exercise, then call group together. Encourage the sharing of priorties in the large group, requesting that students consider possible conflict areas between their own ordering of priorties and those of an employing health care agency.

YEAR 1 - SESSION 6

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects on one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure:

Instruct the students to make entries in their diaries in response to the following questions:

1. What did you feel most positive about last semester?
2. What do you regret about last semester?
3. What are you looking forward to in this semester?
4. What are you dreading this semester?

Encourage the students to share their responses in the large group, giving special consideration to what they are dreading this semester. Emphasize the value of naming and labeling what is dreaded or feared as a first step in coping with the particular situation.

Introduce the group to the stress reduction technique of positive coping statements, those positive statements that can be thought to one-

self when becoming stressed.

Examples: I can handle this.
I can cope with this.
It's not so terrible.
I can stand it.
Everything is going to be all right.

Then distribute the "Positive Coping Statements" forms and allow ample time for the students to complete them.

Encourage questions and/or reactions regarding the use of Positive Coping Statements. Conclude the session with these instructions regarding the use of positive coping statements:

Step 1: When you find yourself thinking irrational thoughts about a situation, remind yourself to use positive coping statements.

Step 2: Think to yourself the positive coping statements that might apply to your situation.

Step 3: Repeat Step 2 until you feel calmer.

Instructions: 1. Briefly describe an incident involving another person (patient or health professional) that made you feel very stressed. What did the other person *do* that stressed you? Describe his behavior as accurately as you can.

_____

_____

_____

_____

2. Classify your stressor by placing a check mark (✓) beside one of the following common stressors:

_____ Commands
_____ Anger
_____ Criticism
_____ Unresponsiveness
_____ Depression
_____ Impulsivity
_____ Affection
_____ Making mistakes
_____ Sexual content
_____ Pain

3. Identify with a check mark (✓) any of the following irrational beliefs that you might have had in response to your stressor. Be honest with yourself.

_____ If he/she doesn't like me, it's just awful.
_____ If I make a mistake, it's just awful.
_____ This is terrible.
_____ I can't stand it.
_____ How dare he/she act this way.
_____ I'm no good, I'm a louse.
_____ I'm a bad person.
_____ He/she deserves to be punished.
_____ It's hopeless—there's nothing I can do.
_____ Other (please specify): _____

4. Write down five or six POSITIVE COPING STATEMENTS you could think to yourself to reduce your stress in this situation.

(a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____

Place an asterisk * beside the two coping statements you like best.

Source: Gerrard, B., Boniface, W., and Love, B. Interpersonal Skills for Health Professionals. Reston, Virginia: Reston Publishing, 1980, pp. 97-98.

YEAR 1 - SESSION 7

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Examine and clarify one's values regarding crucial nursing issues as they arise in the practicum setting.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure:

Provide each student with a sheet of paper and instruct them to record their responses to the following six statements as they are read aloud (agree or disagree).

1. Suicide is a valid option for some people.
2. A sixteen year old should be able to have an abortion without her parents' knowledge.
3. It is all right to give medicine to an irrational person without his consent.
4. Elderly people should be cared for by their families.
5. People should be allowed to have as many children as they want.
6. Nurses should give highest priority to activities ordered by doctors.

Source: Sundeen, S., Stuart, G., Rankin, [illegible], and Cohen, S. Nurse-Client Interaction. St. Louis: Mosby, 1981, p. 233.

Direct the students to form groups of three or four and then discuss the six statements (write on chalkboard) with consideration given to all the reasons they can think of in favor or against each statement.

Allow ample time for small group discussion. Then call large group together and focus on the following:

1. The six statements are moral/ethical issues in nursing that frequently cause values conflict for the nurse.

2. Values form an individual's philosophy and are the basis for an individual's actions.

3. If a nurse does not take time to examine and articulate his/her values, he/she will not be fully effective with patients.

4. The result of unexamined values and values conflicts often is confusion, indecision and inconsistency.

5. Did anyone change response(s) to six statements after considering the pros and cons in small groups?

6. During the small group discussion, did anyone waver in their response, even though it finally remained the same?

7. An important aspect of valuing and values clarification is publicly sharing one's belief.

YEAR 1 - SESSION 8

Objectives

The student successfully participating in this session will be able to:

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Examine and clarify one's values regarding crucial nursing issues as they arise in the practicum setting.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Distribute the Situations I, II, and III handouts and give the following instructions:

1. Read each situation and spend some time alone reflecting and identifying your values surrounding each situation.

2. Share your ideas with a classmate and listen to the similarities and differences in the alternatives, values, feelings, and planned interventions presented.

After allowing sufficient time for the above activities, call the large group together. Lead the group into a consideration of each of the situations, encouraging discussion pertaining to the assigned tasks.

SITUATIONS I, II, AND III

I. Assume that you have been assigned to work with a chronic diabetic patient who has been admitted to your unit on several previous occasions. The patient's diabetes is again in an uncontrolled state. She does not follow diet and exercise restrictions and dislikes administering her own insulin. What do you think about this patient? How do you feel in response to her? Would you like her to follow her prescribed treatments? If so, why is this important to you?

II. Attempt to identify those types of patients to which nurses frequently have strong emotional responses. (The responses may be of any type such as anger, joy, sadness, or anxiety.) What are the reasons for these emotional responses? What do nurses do about their own emotional responses? Do they ignore them, talk them over with someone, or try to hide them? How do these emotional responses on the part of nurses affect their patient care?

III. Assume that a 28-year-old woman with whom you have been working for several weeks is close to death. She realizes that her death is near and says to you, "I'm going to die soon, I know." How might you feel? What do you think you should say? What would you say? If you are sad, could you share this with her? Could you talk about your feelings with other staff members?

YEAR 1 - SESSION 9

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure:

Comment upon the students' accomplishment of nearly reaching the end of their first academic year.

Distribute the "Self-Assessment" forms and allow ample time for the students to complete them. Then direct the students to compile scores in the following manner:

1. Score answers.

   Always (A) = 5
   Usually (U) = 4
   Sometimes (S) = 3
   Rarely (R) = 2
   Never (N) = 1

2. Add up scores for questions 2, 9, 10. These are questions that focus on facilitation skills.

3. Add up scores for questions 4, 5, 7. These are questions that focus on behavioral change skills.

4. Add up scores for questions 3, 6, 12. These are questions that focus on problem-solving skills.

5. Add up scores for questions 1, 8, 11. These are questions that focus on assertion skills.

6. The highest score in any category is 15.

7. The lowest score in any category is 3.

Encourage students to share results with one another and focus upon those areas of needed attention (areas of lowest scores). Lead the group to consider possible methods of working on needed skills improvement.

SELF-ASSESSMENT

Instructions: 1. Read each statement and then show the extent to which the statement applies to you by placing a check mark (✓) in the appropriate space to the right.

ALWAYS (A)
USUALLY (U)
SOMETIMES (S)
RARELY (R)
NEVER (N)

		A	U	S	R	N
1.	I feel comfortable making a request when I need help.					
2.	I am able to respond to a patient's feeling of sadness.					
3.	I express my opinion in a group.					
4.	I am able to help others see a situation in a different way.					
5.	I am able to help a patient change an unhealthy pattern of living.					
6.	I am at ease taking a psycho-social history from a patient.					
7.	I am able to assist parents in changing their child's undesirable behavior.					
8.	I say "no" when someone makes an unreasonable request of me.					
9.	I show a patient I understand when he is upset.					
10.	I give patients encouragement.					
11.	I can defend my position without becoming aggressive.					
12.	I ask colleagues to clarify statements that are ambiguous.					

Source: Gerrard, B., Boniface, W., and Love, B. Interpersonal Skills for Health Professionals. Reston, Virginia: Reston Publishing, 1980, p. 26.

YEAR 1 - SESSION 10

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self--self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Commend the group upon the completion of their first year of basic nursing education. Encourage the sharing of reactions and feelings about this transition.

Instruct the students to make an entry in their diaries in response to the following question: "Why do you want to become a nurse?" Allow a few minutes for completion of the entry, then ask students to review their diary entries from Year 1 - Session 1 in response to that same question. Encourage the comparison of present responses to past responses, focusing upon both similarities and differences.

YEAR 2 - SESSION 1

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Welcome the students to their second year of basic nursing education. Encourage the sharing of reactions and feelings about being back in school.

Instruct the students to make an entry in their diaries in response to the following question: "Why do you want to become a nurse?" Allow a few minutes for completion of the entry, then ask students to pair off with another student whom they do not know very well. Every student is to interview the other for approximately ten minutes, asking questions related to nursing.

Allow ample time for partners to complete their interviewing, then call the group together as a whole. Encourage the sharing of responses obtained from their partners, focusing on their feelings toward each other and the questions asked.

Instruct the students to review their diary entries from last year (Year 1 - Session 1) in response to the question, "Why do you want to become a nurse?" Encourage the comparison of present responses to past responses.

YEAR 2 - SESSION 2

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Distribute the worksheet "Is This Me?" and instruct the students to individually complete the upper portion of the page, circling and underlining words as directed. Allow ample time for this activity to be completed, then instruct students to place themselves in groups of three and consider the questions listed upon the lower portion of the page. After allowing sufficient time for the discussion in the small groups, call the entire group together and focus on the questions listed on the lower portion of the worksheet. Particular attention should be given to eliciting responses to the following questions:

- Do you choose to change? Which patterns? Why?
- What are some alternatives for change?
- List some goals for yourself.
- What patterns do you feel a nurse should ideally possess?

"IS THIS ME?"

DIRECTIONS: Draw a circle around the seven words you feel best describe YOU as a person. Next, underline the seven words you feel most accurately describe YOU as a professional person. (You may find that you circle and underline the same word.)

assertive	compromising	disciplined
competent	hurt by criticism	nonjudgmental
pressured	affirming	anxious
confident	manipulated	proud of myself
self-reliant	appreciated	passive
empathetic	creative	personable
disappointed in self	sincere	supportive
independent	committed	controlled
supported	dependent	happy

Now, in a group of three, examine the way you see yourself. Here are some questions you may want to reflect upon:

- Are you happy with your personality or "patterns" of response?
- Do you choose to change? Which ones? Why?
- What are some alternatives for change?
- List some goals for yourself.
- What values are reflected in the patterns you have chosen?
- What is the relationship between these patterns and your personal values?
- Which pattern(s) is (are) negative to you? Why?
- In what patterns are you aware of the most inconsistency in attitude or behavior?
- What words would you add to this list to describe yourself?
- What patterns do you feel a nurse should ideally possess?

The aim of this strategy is to help you examine your personal and professional patterns. What kind of picture do you get of yourself? This picture exposes a small part of your self-concept. In an atmosphere of openness, respect, and positive regard for one another and differing values you can take a closer look at yourself in ways that will strengthen your growth and your development of self-acceptance and self-esteem. The healthier one's sense of self-esteem, the more capable and confident one is in decision-making.

Source: Oustal, Diane. "Values Clarification in Nursing," American Journal of Nursing, 1978. p. 2058.

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YEAR 2 - SESSION 3

Objectives

The student successfully participating in this session will be able to:

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Procedure

Instruct the students to make diary entries in response to the following questions:

- What was the most stressful event/situation that you encountered in the past week (limited to clinical experiences)? Be specific as to the details—who, what, when where, and why?
- What did you do to attempt to cope with/manage this stressful event/situation?
- What was the most positive event/situation that you encountered in the past week (limited to clinical experiences)? Be specific as to the details—who, what, when, where, and why?
- What did you do in response to this positive experience? How did you cope or manage?

Facilitate the students' sharing of their responses in the large group, focusing on the individual's need to cope with both positive and negative stresses.

Distribute the questionnaires, titled "Tension Questionnaire" and instruct the students to complete them, including the scoring of their responses. Encourage the group to share their reactions to completing the questionnaires and their scores. Direct the students' discussion to the following questions:

- Do you recall completing this questionnaire last year in Discussion Time?

- Have you changed in your tension rating score or in your ability to manage your reaction to stress?

- What methods have you learned to utilize in coping with stress since last year?

Question the students regarding their recall of the progressive relaxation method, one possible means of managing tension, which they were exposed to in Year 1 - Session 3. Direct the students to close their eyes and then begin playing the enclosed tape recording, reading in a very quiet and slow manner the following instructions:

Sit quietly in a comfortable position.
Take a deep, slow breath.
Hold the breath for several seconds.
Slowly exhale.
Take another deep, slow breath.
Hold the breath and pull your toes toward your head,
tightening your leg and claf muscles.
Feel the tension.

Breathe out and let go completely.

Take another deep, slow breath.
Hold the breath and make a fist with both hands.
Feel the tension.

Breathe out and let go completely.

Take another deep, slow breath.
Hold the breath and bite down as hard as you can,
tightening your jaw muscles.
Feel the tension.

Breathe out and let go completely.

Continue to breathe in and out—slowly and deeply.

Source: Blattner, Barbara. Holistic Nursing. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981. p. 239.

TENSION QUESTIONNAIRE

There are many symptoms of tension which imply a need for relaxation. In order to be able to cope with tension, it is helpful to become aware of some of these symptoms. By completing the following check list, you can gain further insight into your status regarding relaxation.

	Frequently (1)	Quite Often (2)	Seldom (3)	Never (-1)
1. Do you feel insecure?				
2. Do you often feel over-excited?				
3. Do you feel anxious?				
4. Do you worry when you go to bed at night?				
5. Is it difficult for you to fall asleep at night?				
6. Do you find it difficult to relax when you want to?				
7. Do you wake up in the morning feeling tired and loggy?				
8. Do you find it difficult to concentrate on a problem?				
9. Do you often feel tired during the day?				
10. When playing a sport, do you find it hard to concentrate on it?				
11. Is it hard for you to stay awake at work or in class?				
12. Do you feel upset and ill-at-ease?				
13. Do you lack self confidence?				
14. Do you often worry during the day over possible misfortunes?				
15. Do you frequently feel bored?				
16. Do you often feel discouraged?				
17. Do you have nervous feelings?				
18. Do you feel depressed?				
19. Do you have any type of twitch?				
20. Do you have frequent headaches?				
21. Do you have frequent colds, earaches, or sore throats?				
22. Do you have any persistent pains in joints or feet?				
23. If you feel yourself becoming tense, do you find it difficult to relax?				
24. Do you notice that you seldom find time to relax or stretch during the day?				
25. Do you exercise regularly?				
26. Do you often find that you exhibit tension by scowling, clenching fists, tightening jaws, hunching shoulders or pursing lips?				
27. Do your shoes, belt or other items of clothing fit too tightly?				
28. When you notice any of the tension symptoms, do you find it difficult to stop or minimize them?				
29. Are you unable to "let go" easily when you feel tense?				

The foregoing was merely designed to bring attention to areas which may reflect tension in your daily life. If you wish to rate yourself, the following scale will reflect, to a degree, your tension potential. Score: Frequently (1), Quite Often (2), Seldom (3), Never (-1).

Score	*Rating*
0-19	Above Average Tension Control
20-39	Average Tension Control
40-55	Low Tension Control
56-84	Poor Tension Control

Source: Blattner, Barbara. Holistic Nursing. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981. p. 155.

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YEAR 2 - SESSION 4

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self--self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Experimant with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Investigate the syndrome of reality shock in the role transition from student to nurse.

Procedure:

In the large group, enccurage students to rate themselves individually in regard to their level of self-esteem. Direct them to consider their levels of self-esteem on a scale of 1 to 10 and evaluate themselves privately. Then invite the group to answer the questions:

- How competent do you feel?
- Why or why not?

Encourage the group to share their responses with one another, directing them to the consideration of role conflict inherent in learner versus provider, student versus nurse. Briefly introduce Kramer's research regarding reality shock.

Direct the students to form groups of three or four. Provide each group with a sheet of paper and the following assignment:

1. Identify in behavioral terms your concept of a nurse.
2. Identify in behavioral terms what you think your instructor's (or instructors') concept of a nurse might be.
3. Identify in behavioral terms the hospital's concept of a nurse.

Allow ample time for the small groups to complete their assignment, then call the group together as a whole. Encourage the sharing of responses in the large group, directing students to identify those areas of discrepancy between student, instructor, and/or hospital conceptions of a nurse. Lead the group to consider both present and possible future methods of coping with these identified areas of conflict.

YEAR 2 - SESSION 5

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Examine and clarify one's values regarding crucial nursing issues as they arise in the practicum setting.

Experiment with experiences to identify and manage conflict to promote behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Investigate the syndrome of reality shock in the role transition from student to nurse.

Procedure:

Instruct the students to make entries in their diaries in response to the following questions:

1. What do you like most about nursing?
2. What do you like least about nursing?
3. How can you change the thing that you like least?

Encourage the students to share their responses in the large group, focusing particularly upon responses to the question, "How can you change the thing that you like least?" Then encourage the group to compare their present responses to those made last year (diary entry for Year 1 -

Session 5). Allow some time for discussion of comparison between last year's and present responses. Lead the group into a consideration of both present and possible future methods of coping with those identified "things" in nursing which cannot be changed. Focus especially upon possible methods of promoting change in self.

Provide each student with a sheet of paper and write the following alternatives on the chalkboard:

- touching the patient
- empathetic listening
- disclosing myself to the patient
- becoming emotionally involved with the patient
- teaching the patient
- being honest in answering the patient's questions
- seeing that the patient adheres to medical therapy
- helping decrease the patient's anxiety
- making sure that medication and treatments are done on time
- following doctor's orders
- remaining "professional" with a patient
- "wild card" (add one alternative of your own)

Instruct the students to priortize the alternatives in the following manner: #1 will indicate the choice you feel is most important in a nurse-patient relationship, #12 will indicate the alternative you feel is least important. Have the students tear the sheet of paper into 12 pieces and write one option on each piece. Then direct them to arrange the pieces in the order they feel best represents their feelings and attitudes.

Source: Uustal, Diane. "Values Clarification in Nursing," American Journal of Nursing. 1978. p. 2059.

Allow ample time for completion of the exercise, then call group together. Encourage the sharing of priorities in the large group.

YEAR 2 - SESSION 6

Objectives:

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Demonstrate beginning skills in the utilization of stress management techniques.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure:

Instruct the students to make entries in their diaries in response to the follcwing questions:

1. What did you feel most positive about last semester?
2. What do you regret about last semester?
3. What are you looking forward to in this semester?
4. What are you dreading this semester?

Encourage ths students to share their responses in the large group, giving special consideration to what they are dreading this semester. Emphasize the value of naming and labeling what is dreaded or feared as a first step in coping with the particular situation.

Review with the group the stress-reduction techniques of progressive relaxation (see Year 1 - Session 3) and Positive Coping Statements (see Year 1 - Session 6).

Distribute the "Self-Assessment" forms and allow ample time for the students to complete them. Then direct the students to compile scores in the following manner:

1. Score answers.

   Always (A) = 5
   Usually (U) = 4
   Sometimes (S) = 3
   Rarely (R) = 2
   Never (N) = 1

2. Add up scores for questions 2, 9, 10. These are questions that focus on facilitation skills.

3. Add up scores for questions 4, 5, 7. These are questions that focus on behavior change skills.

4. Add up scores for questions 3, 6, 12. These are questions that focus on problem-solving skills.

5. Add up scores for questions 1, 8, 11. These are questions that focus on assertion skills.

6. The highest score in any category is 15.

7. The lowest score in any category is 3.

Encourage students to share results with one another and focus upon those areas of needed attention (areas of lowest scores). Lead the group to consider possible methods of working on needed skills improvement.

SELF-ASSESSMENT

Instructions: 1. Read each statement and then show the extent to which the statement applies to you by placing a check mark (✓) in the appropriate space to the right.

ALWAYS (A)
USUALLY (U)
SOMETIMES (S)
RARELY (R)
NEVER (N)

		A	U	S	R	N
1.	I feel comfortable making a request when I need help.					
2.	I am able to respond to a patient's feeling of sadness.					
3.	I express my opinion in a group.					
4.	I am able to help others see a situation in a different way.					
5.	I am able to help a patient change an unhealthy pattern of living.					
6.	I am at ease taking a psycho-social history from a patient.					
7.	I am able to assist parents in changing their child's undesirable behavior.					
8.	I say "no" when someone makes an unreasonable request of me.					
9.	I show a patient I understand when he is upset.					
10.	I give patients encouragement.					
11.	I can defend my position without becoming aggressive.					
12.	I ask colleagues to clarify statements that are ambiguous.					

Source: Gerrard, B., Boniface, W., and Love, B. Interpersonal Skills for Health Professionals. Reston, Virginia: Reston Publishing, 1980, p. 26.

YEAR 2 - SESSION 7

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Examine and clarify one's values regarding crucial nursing issues as they arise in the practicum setting.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Provide each student with a sheet of paper and read the following situation to the group:

Five-year-old Peter has a blood disorder that requires chemotherapy. Before receiving his medication at the clinic visit, he must have blood taken. It is an important and necessary function in his assessment and treatment.

Previously, Peter has been distressed and cried about the procedure. Today, however, he is angry and very frightened. He screams, clings to his mother, and hits out at the health professional responsible for drawing his blood.

Source: Gerrard, B., Boniface, W., and Love, B. Interpersonal Skills for Health Professionals. Reston, Virginia: Reston Publishing, 1980, p. 182.

Instruct the students to assume the role of the health professional and write the following:

1. an aggressive response;
2. a non-assertive response;
3. an assertive response.

Encourage the sharing of responses in the large group, asking students to identify which approach (aggressive, non-assertive, or assertive) would be most comfortable for them in that particular situation.

Focus on the following points:

1. As a health professional, you will be expected to express an opinion and take responsibility for your own actions.

2. Assertion, or assertive behavior, involves standing up for your legitimate rights without violating the rights of others or having bad feelings in the process.

3. Confrontation is a useful tool to be used in assertive behavior.

4. The elements of confrontation are:

   a. "When you" (state your behavior description)
   b. "I feel" (state your feeling description)
   c. "because" (state negative consequence for you).

Direct the students to form groups of two and role play the following situations, practicing the use of assertive behavior:

1. One of the main team members is chronically late for clinic. You can't start without him. Today he arrives one hour late.

2. You are lined up at the coffeeshop during your break and someone steps ahead of you.

3. When the patient in room 21 wants help, he keeps shouting for you instead of using his buzzer.

4. Your friend Alice is constantly criticizing the way you dress. Today she says to you, "Gosh, are you wearing those old shoes again?"

Call the group together as a whole and encourage the sharing of reactions to the use of confrontation and assertive behavior.

YEAR 2 - SESSION 8

Objectives

The student successfully participating in this session will be able to:

Evaluate responses to identified positive and negative stresses as a person and as a developing professional.

Examine and clarify one's values regarding crucial nursing issues as they arise in the practicum setting.

Experiment with experiences to identify and manage conflict to promote positive behavioral change, enhancing self-awareness and self-growth.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Distribute the "Turning Point" handouts and give the following instructions:

1. Read the situation and spend some time alone reflecting, answering the questions and identifying your values surrounding the situation.

2. Share your ideas with a classmate and listen to the similarities and differences in the alternatives and values presented.

After allowing sufficient time for the above activities, call the large group together. Lead the group into a consideration of the situation, encouraging discussion pertaining to the questions.

"A Turning Point"

An elderly gentleman has been a patient on the medical unit for 10 days, and you are assigned to care for him for the next four days. Diagnostic workup and tests reveal that he has cancer of the larynx. Surgery is indicated and has been scheduled. His diagnosis and prognosis are discussed with him by the doctor in your presence. During the next two days the patient becomes increasingly withdrawn and introspective. Subsequently, he requests to speak with you and the doctor. He states that he does not wish to have any surgery performed, no medication given, that he "has lived a good life" and would like you and the health team to accept his decision to die. He asks that no tube feedings be given, or I.V.s administered. He asks that you cooperate and support his wishes.

1. What would your reaction be in this situation?
2. What does the statement "death with dignity" mean to you?
3. Do you think the patient has the right to refuse treatment that may be life sustaining?
4. What nursing care would you provide this man as he continues to refuse food and fluids?
5. What conflicts in values does this situation pose for you?
6. How can you as a nurse respect the integrity of a patient's decision when it conflicts with your own approach to death?
7. Does the patient's age influence your acceptance of this decision?

Source: Uustal, D. "Values Clarification in Nursing: Application to Practice." American Journal of Nursing. December 1978: 2058-2063.

YEAR 2 - SESSION 9

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Investigate the syndrome of reality shock in the role transition from student to nurse.

Procedure

Commend the group on the near completion of their basic nursing education. Then lead them in the following activities and considerations:

1. Review semester by semester the highlights of nursing experiences in school
   a. philosophy of nursing changed?
   b. patients cared for?
   c. best instructors, worst instructors?
   d. helpful lectures, not helpful?
   e. trips taken over breaks?
   f. what has been appreciated, regretted, and resented?

2. Draw a line down the middle of a page and write the advantages of being a student on one side and the advantages of being a staff nurse on the other side. Which list is longer?

3. Get in touch with yourself. It's okay to feel sad and cry. Stay with the feeling. It's okay to feel happy and be high. Listen to your feelings, allow them, own them, share them, and appreciate them.

4. Don't take on too many other changes at the same time you're graduating.

5. Be aware of cognitive dissonance in relation to job choices. Whatever you didn't choose will suddenly seem much better than the choice you made. When that happens, list again all the reasons you chose X, and stay away from people who increase your indecisiveness.

6. Find someone to talk with and talk and talk and talk.

7. Attend all the symbolic ceremonies of graduation.

8. Say goodbye to all those special people and tell them what was special for you about your relationship with them.

9. Read Path to Biculturalism (by Kramer and Schmalenberg, Contemporary Publishing, Wakefield, Massachusetts). It is an excellent description of what happens to new nursing graduates and now they survive in the real world.

Source: Fishel, A. "Graduation/Termination." American Journal of Nursing. June 1981: 1156-1158.

YEAR 2 - SESSION 10

Objectives

The student successfully participating in this session will be able to:

Practice growth in awareness of self-concept and gain feedback from others about perception of oneself.

Identify aspects of one's self—self-concept, self-ideal, and self-esteem in relationship to nursing and one's performance as a student.

Practice active participation in a peer group, demonstrating both group building and maintenance roles.

Procedure

Commend the group upon the completion of their basic nursing education. Encourage the sharing of reactions and feelings about graduation and leaving schoool.

Instruct the students to make an entry in their diaries in response to the following question: "Why do you want to become a nurse?" Allow a few minutes for completion of the entry, then ask students to review their diary entries from Year 1 - Session 1, Year 1 - Session 10, and Year 2 - Session 1 in response to that same question. Encourage the comparison of present responses to past responses, focusing upon the transition in the responses. Allow students time to reflect and share in the group their reactions and feelings regarding the changes which they have experienced in their conceptions of nursing throughout their nursing education.